DOCUMENT RESUME

ED 417 265 UD 032 213

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| AUTHOR | Barnett, W. Steven, Ed.; Boocock, Sarane Spence, Ed. |
| TITLE | Early Care and Education for Children in Poverty: Promises, Programs, and Long-Term Results. SUNY Series, Youth, Special Services, Schooling, and Public Policy [and] SUNY Series, Early Childhood Education. |
| SPONS AGENCY | David and Lucile Packard Foundation, Los Altos, CA.; Rutgers, The State Univ., New Brunswick, NJ. |
| ISBN | ISBN-0-7914-3620-9 |
| PUB DATE | 1998-00-00 |
| NOTE | 341p.; Papers presented at the Annual Rutgers Invitational Symposium on Education (9th, New Brunswick, NJ). |
| AVAILABLE FROM | State University of New York Press, State University Plaza, Albany, NY 12246 ($21.95). |
| PUB TYPE | Books (010) -- Collected Works - General (020) |
| EDRS PRICE | Document Not Available from EDRS. |
| DESCRIPTORS | Child Development; Disadvantaged Youth; *Early Childhood Education; Early Parenthood; *Educational Policy; Equal Education; Low Income Groups; Models; Policy Formation; *Poverty; *Preschool Children; Program Descriptions; *Program Effectiveness; Tables (Data); Urban Schools; *Urban Youth |

ABSTRACT

A major objective of this collection is to involve researchers in a wide range of disciplines who share an interest in the long-term effects of early childhood education on poor children and their families. The book begins with a series of reviews that provide general overviews of research on the long-term effects of early childhood education. The focus shifts from research reviews to assessments of specific interventions or programs. The last three chapters discuss the formation and implementation of policy regarding early childhood education. The following papers are included: (1) "Long-Term Effects of Cognitive Development and School Success" (W. S. Barnett); (2) "Long-Term Outcomes in Other Nations" (S. S. Boocock and M. Larner); (3) "Preschool Program Quality in Programs for Children in Poverty" (E. C. Frede); (4) "Regenerating Two-Generation Programs" (R. G. St. Pierre, J. I. Layzer, and H. V. Barnes); (5) "The Effects of Welfare Reform on Teenage Parents and Their Children" (J. L. Aber, J. Brooks-Gunn, and R. Maynard); (6) "Early Childhood Programs and Success in School: The Abecedarian Study" (F. A. Campbell, R. Helms, J. J. Sparling, and C. T. Ramey); (7) "How Preschool Education Influences Long-Term Cognitive Development and School Success: A Causal Model" (W. S. Barnett, J. W. Young, and L. J. Schweinhart); (8) "Economic and Social Disadvantages of Young Children: Alternative Policy Responses" (D. J. Hernandez); (9) "Equity-Efficiency Tradeoffs and Government Policy in the United States, the Netherlands, and Sweden" (S. S. Gustafsson and F. P. Stafford); and (10) "Culture Clash: Translating Research Findings into Public Policy" (A. Zervigon-Hakes). Each chapter's references are listed in the "References" section, which contains multiple references. (Contains 28 tables and 11 figures.) (SLD)

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